

Public Awareness Subcommittee

Tuesday, January 22, 2008
1:00 p.m.
Blatt Building, Room 201

A G E N D A

- I. Welcome
Mr. Mike Brennan
- II. Approval of Minutes – September 17, 2007 (Action)
- III. Building Postsecondary Education Support of Reading/Literacy Initiatives in South Carolina: *A Proposal Involving Parents and Adults Inspiring Reading Success* (Action)
Dana Yow
- IV. “Be There” Parent Involvement Media Campaign (Action)
David Voss, Voss and Associates
- V. Report Card Web Application Demonstration (Information)
Dana Yow
- VI. Other Business

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SOUTH CAROLINA EDUCATION OVERSIGHT COMMITTEE
Public Awareness Subcommittee

Minutes of the Meeting

September 17, 2007

Subcommittee Members Present: Mike Brenan, Bob Daniel, Tom DeLoach, Mike Fair, Neil Robinson, and Harold Stowe

Staff Present: Dr. Jo Anne Anderson, Dr. Katrina Greene, Dana Yow

I. Welcome

Mr. Brenan called the meeting to order and welcomed everyone to the meeting.

II. Approval of Minutes – May 21, 2007 (Action Item)

The minutes of the May 21, 2007, meeting were approved as submitted.

III. PAIRS Update (Information)

Ms. Yow presented the Parents and Adults Inspiring Reading Success (PAIRS) update to the subcommittee. The report summarizes the work of the initiative from February 2007 to September 2007, and is organized around the purposes outlined in the bylaws for the initiative. Subcommittee members discussed the report in detail, noting the need for additional t-shirts and feedback from Affiliate members. Mr. Stowe suggested calling PAIRS Affiliates and finding out what they think about the initiative and what they need from us.

After discussion about Cocky's Reading Express, a University of South Carolina program, subcommittee members discussed the need to challenge institutions of higher learning to "raise the stakes" concerning reading and challenge each SC college and university to make reading a priority. Members asked staff to research the possibility of issuing this challenge.

IV. Community Collaborations (Discussion)

As a follow-up to conversation at the retreat, Ms. Yow discussed a community engagement brief which was prepared for the subcommittee. The brief outlined the statutory provisions which pertain to community engagement. In addition, it presents a chronology of the EOC's work related to community engagement and summarizes the current work of other agencies and groups.

Based on discussion, the subcommittee recommends the following objective be added to go before the full committee in October:

The Education Oversight Committee will increase partnerships among those who invest in South Carolina's schools by providing information for and connections among those building community infrastructure in support of higher student achievement.

V. Report Card Web Search (Information)

Ms. Yow updated the subcommittee on the web search, set to launch in November 2007, which will allow users to search for schools and districts using data on the school and district report cards. The project is a partnership with SC Interactive.

VI. Other Business

There being no further business, the meeting was adjourned.

EDUCATION OVERSIGHT COMMITTEE

Subcommittee: Public Awareness Subcommittee

Date: January 22, 2008

REPORT/RECOMMENDATION

Provide a proposal to build postsecondary support of reading/literacy initiatives in South Carolina through Parents and Adults Inspiring Reading Success (PAIRS)

PURPOSE/AUTHORITY

The preamble to the EAA, calls for the "acceptance of the responsibility for improving student performance and taking actions to improve classroom practice and school performance by the Governor, the General Assembly, the State Department of Education, colleges and universities, local school boards, administrators, teachers, parents, students, and the community" (Section 59-18-100).

CRITICAL FACTS

As part of the EOC's objective to strengthen the teaching of reading, Parents and Adults Inspiring Reading Success (PAIRS) began in February 2005. PAIRS is designed to provide the catalyst to encourage and support the achievement of grade level reading literacy for every child in South Carolina.

The following proposal is designed to achieve two objectives:

1. Promote sustainable models of higher education/K-12 school partnerships to boost student reading achievement.
2. Recognize successful service-learning programs within postsecondary institutions focused on building reading skills among students in grades K-12.

TIMELINE/REVIEW PROCESS

Ongoing

ECONOMIC IMPACT

Cost: EOC: Proposed first year commitment: \$5,750 (\$3,500 in current fiscal year)

Fund/Source:
Public Awareness

ACTION REQUEST

☒ For approval

☐ For information

ACTION TAKEN

☐ Approved

☐ Amended

☐ Not Approved

☐ Action deferred (explain)

Building Postsecondary Education Support of Reading / Literacy Initiatives in South Carolina

A Proposal Involving Parents and Adults Inspiring Reading Success (PAIRS)

Submitted to EOC Public Awareness Committee, January 22, 2008

Introduction

Reading is attached to all the gears that make our society work. Adult readers often have jobs that pay well and make significant contributions to cultural, economic, and civic life. According to a recent report from the National Endowment for the Arts (NEA) readers are more likely than non-readers to engage in positive civic and individual activities – like volunteering, voting and exercising.¹ These readers often raise readers, emphasizing in young people the importance of a strong background in literacy.

Alongside a seemingly exhaustive list of the benefits of reading, the NEA study “To Read or Not to Read: A Question of National Consequence,” reveals recent declines in voluntary reading as well as school test scores. Americans are reading less, reading less well, and the declines have far-reaching implications.

Some of the study’s findings include:

- Less than one-third of 13-year-olds are daily readers, a 14 percent decline from 20 years earlier.
- Nineteen percent of 17-year-olds consider themselves “non-readers.”
- On average, Americans ages 15 to 24 spend almost two hours a day watching TV, and only seven minutes of their daily leisure time on reading.
- Reading scores for 12th graders (NAEP, 2005) fell significantly from 1992 to 2005, with the sharpest declines among lower-level readers.

Unfortunately, these statistics hit home in South Carolina. Although overall English Language Arts (ELA) PACT performance scores statewide remained fairly stable from 2006 to 2007, 57 percent of schools experienced declines in PACT ELA performance.

Differences in the performance of students by racial/ethnic and economic groups persist as students move through school grades and levels. The table below documents early differences on state assessments. These differences intensify as students encounter increasing expectations as the students progress from one grade to the next.

The information in this table is linked to the *Proficient* level of performance on the state Palmetto Achievement Challenge Tests (PACT), the High School Assessment Program (HSAP) and the college admission tests, SAT and ACT. Information on measures related to reading is presented.

¹ National Endowment for the Arts. “To Read or Not To Read: A Question of National Consequence.”19 November 2007.

READING AT A LEVEL COMPARABLE TO PROFICIENT OR ABOVE

Assessment						
	All	African-American	Hispanic	White	Pay Lunch	Free/Reduced Lunch
SC Readiness Assessment - Reading 2003-2004 Kindergarten Administration, % exhibiting readiness	71.1	Males-56.6 Females-69.9	NA	Males-73 Females-83.4	NA	NA
2007 Score Reports						
Source: State Department of Education, 2007						
PACT-English Language Arts-Grade 3 % Proficient and above	54.4	37.8	39.4	66.8	71.0	40.7
PACT-English Language Arts-Grade 4 % Proficient and above	42.3	25.4	28.2	54.5	59.5	27.3
PACT-English Language Arts-Grade 5 % Proficient and above	31.9	15.8	21.4	43.1	47.4	17.8
PACT-English Language Arts-Grade 6 % Proficient and above	31	17.0	20.5	41.4	46.0	17.6
PACT-English Language Arts-Grade 7 % Proficient and above	28.4	14.2	19.3	38.9	42.9	15.0
PACT-English Language Arts-Grade 8 % Proficient and above	24.7	11.7	15.2	34.4	37.1	12.6
English I End-of-Course B or above	21.3	8.2	12.8	31.2	31.2	9.8
High School Assessment-Language Arts, 1 st attempt Performance Level 3 or above	59.8	42.1	42.5	73.5	74.2	42.5
SAT: Critical Reading	488 of 800	419	459	513	NA	NA
ACT: Reading	19.0 of 36					
% reaching College Readiness Benchmark	41	16	43	55	NA	NA

On the 2007 National Assessment of Education Progress (NAEP), SC's ranking among states on the reading portion is 4th Grade Reading: 42nd; 8th Grade Reading: 41st. The rankings are based on the average scale score of students on the national assessment.

Research conducted by the EOC, independently or in collaboration with a number of entities, confirms the following:

- If a student cannot read on a proficient level in 8th grade, he/she only has a 50 percent likelihood of graduating from high school on-time.
- Performance on reading measures is directly linked to performance on measures of mathematics, science and social studies;
- The closer the relationship between school goals and home goals and the trust built between families and educators is more predictive of student outcomes than economic status.

Impact of Out-of-School-Time Activities and Support for Reading

The data related to reading in South Carolina are troublesome and underscore the need to support activities that reinforce what is learned in school. Reading must become a priority in the home and in out-of-school-time activities.

Recognizing the need for this support, the EOC began a partnership in February 2005 with the publishers of the 16 daily newspapers in South Carolina. The partnership, a public awareness initiative known as PAIRS (Parents and Adults Inspiring Reading Success), provides “Affiliate Programs” resources related to the literacy component of their programs. Through PAIRS, out-of-school mentoring, literacy, and faith-based programs receive information, learn from one another and benefit from professional development and networking opportunities.

The initiative stresses the importance of *sustained* involvement between nurturing, caring adults and young people. The strength of PAIRS also can be attributed to the numerous partnerships, which include the SC Afterschool Alliance, Harvest Hope Food Bank, Newspapers in Education, and the South Carolina State Library.

Tapping into the potential within post-secondary institutions

Connecting universities to the communities they serve is an idea with deep roots; however, advances in technology, demographic changes, and other factors continue to present challenges.

Post-secondary institutions bring valuable resources (students, faculty, staff, classrooms, libraries, technology, research expertise) to schools and communities as when partnerships address community needs.

In a 1994 article, “Creating the New American College,” Ernest Boyer challenges colleges and universities to reconsider their missions – educating students to be responsible citizens, rather than educating them exclusively for a career. Boyer writes, “Universities cannot afford to remain shores of affluence, self-importance and horticultural beauty at the edge of island seas of squalor, violence and despair. Emphasizing service has the potential to enrich learning and renew communities, but will give new dignity to the scholarship of service.”²

Service learning in higher education is expanding because the relationship is mutually beneficial. By benefiting the community in a meaningful way, the service experience becomes a learning experience for the college students. Anecdotes strongly suggest that student attitudes and behaviors improve when introduced to moral concepts inherent in helping others.

In September 2007, EOC Public Awareness subcommittee members were interested in a service-learning, literacy program based at the University of South Carolina and asked staff to research challenging SC postsecondary institutions to make reading and literacy a priority in service learning initiatives.

² Boyer, E. “Creating the New American College.” *Chronicle of Higher Education*, 9 March 1994, A48.

Proposal to Build Postsecondary Education Support of Reading / Literacy Initiatives in South Carolina

This following proposal is designed to achieve two objectives:

Objectives:

The SC Education Oversight Committee seeks to:

1. Promote sustainable models of higher education/K-12 school partnerships to boost student reading achievement.
2. Recognize successful service-learning programs within postsecondary institutions focused on building reading skills among students in grades K-12.

The following strategies address the above objectives (Work Plan which follows contains detail for each strategy):

Strategy 1: Establish recognition program “SC Literacy Champions” to include monetary award.

Strategy 2: Work with PAIRS Advisory Board and a media partner to promote the work of SC Literacy Champions and the importance of service-learning partnerships focused on literacy.

Strategy 3: Work with available state and national groups with common missions.

Proposal Work Plan

Strategy 1: Establish recognition program "SC Literacy Champions" to include monetary award.

TACTIC	INVOLVED PERSONS	BUDGET	TIMEFRAME
<p>Convene advisory/work group to:</p> <ol style="list-style-type: none"> 1. Inventory post-secondary initiatives underway in SC and nationally and create database (identified programs outlined in Appendix A); 2. identify available resources for existing programs and resources for programs to continue / start-up; 3. establish eligibility and selection criteria for programs to be considered for SC Literacy Champion recognition 	<p>EOC Staff, Campus Compact Executive Director; identified staff from within postsecondary service-learning community; staff representing Commission on Higher Education, SC Independent School Association; PAIRS Partners and Advisory Board; business partners; and literacy community.</p>	<p>One formal meeting in Columbia</p> <p>Subsequent meetings to follow via conference call</p> <p>Estimated cost: \$500</p>	<p>Group to first convene in Feb. 2008</p> <p>Inventory to be complete April 2008 (inventory to include contact information for programs)</p> <p>Available resources (to include PAIRS resources, SC Campus Compact resources [available to member institutions], Northwest Regional Educational Laboratory to be identified by April 2008</p> <p>Final eligibility and selection criteria to be established April 2008</p>

Create and maintain SC Champions of Literacy website (to be incorporated into current PAIRS website) ➤ Site to incorporate available resources, criteria for recognition and schedule, volunteer reporting forms.	EOC Staff (Yow, King);	EOC staff commitment January-May 2008 Yow (180 hours) King (100 hours)	Website to be launched May 2008
Design and mail brochure announcing recognition award to all members of program database	EOC Staff (Yow, King)	Printing: \$1,000 Mail prep/postage: \$2,000 Total estimated cost: \$3,000	Brochure to mail May 2008 (to coincide with website launch)
Secure business partners for project (The staff recommendation is to secure two to three business partners to invest a total of \$10,000 annually to the initiative. This amount would make available two awards of \$5,000 each.	Members of EOC Public Awareness subcommittee		Need business partner commitments by February 2008
Judge nominations submitted for SC Champions of Literacy	Select members of Advisory/work group	\$0	April 2009
SC Champions recognized	EOC members, staff, Advisory/Work group	Cost to business partners: \$10,000 annually Estimated cost to EOC staff: \$250	May-June 2009
Evaluate program with on-line survey to database members.	King, Yow	EOC staff commitment January-May 2008 Yow (180 hrs) King (100 hrs)	Survey to be distributed April 2009

Strategy 2: Work with PAIRS Advisory Board and a media partner to promote the work of SC Literacy Champions and the importance of service-learning partnerships focused on literacy.

TACTIC	INVOLVED PERSONS	BUDGET	TIMEFRAME
Present proposal to PAIRS Advisory Board to seek support for project	EOC Staff, PAIRS Advisory Board	\$0 In-kind support to be requested	March 2008
Present proposal to media partner seeking media partner for project	EOC staff	\$2,000 for in-paper promotion of SC Literacy Champions; media partner to match funds and handle administration and distribution of business funds.	January 2008

Strategy 3: Work with available state and national groups with common missions.

TACTIC	INVOLVED PERSONS	BUDGET	TIMEFRAME
Partner with SC Campus Compact (detail below)	EOC members, staff	\$0	January 2008

Total Commitment

Business partners: \$10,000 annual commitment

EOC: First year commitment: \$5,750 (\$3,500 in current fiscal year)

Staff time (January-May 2008): Yow (180 hours), King (100 hours)

Proposed partnership with SC Campus Compact

SC Campus Compact affiliated with the national Campus Compact in August 2007. The stated goals are as follows:

1. Build the capacity of South Carolina's higher education institutions to work collaboratively with their local communities to improve the quality of life for South Carolina's citizens with an emphasis on addressing specific issues that affect the low-income community.
2. Build the volunteer-service base in South Carolina communities.
3. Support faculty and staff who seek to integrate public service and civic engagement into their teaching and research.
4. Provide opportunities for South Carolina college students to engage in service-learning, community-service, and civic-engagement activities that address areas of need and concern for the citizens of the state of South Carolina.

5. Mobilize and leverage resources and funding from state, federal, corporate, and private entities to provide support for civic-engagement, community-service, and service-learning activities on members campuses.
6. Develop and implement ongoing assessment.

The presidents of the member institutions (representing private, public, two-year, and HBCU institutions) compose the President's Council. Currently, presidents from the following institutions compose the council: College of Charleston, SC State University, Coastal Carolina University, Orangeburg-Calhoun Tech, Winthrop University, Benedict College, Clemson University, Newberry College, University of SC-Salkehatchie, Charleston Southern University, Francis Marion University, University of SC-Aiken, Claflin University, Lander University, University of SC – Upstate, and University of SC-Beaufort. Each member institution has paid \$6,000 in dues to participate in the Compact.

An Advisory Committee to the Presidents' Council is responsible for policy/planning functions for the Compact. According to Lauren Collier, current Interim Director of the Compact and Director of Service Learning for the College of Charleston, the Compact would be very interested in a member of the EOC or a designee serving on the Advisory Committee to the President's Council. The Compact would like to assist in the development of the current proposal involving higher education service-learning.

APPENDIX A: Service Learning in South Carolina -- Inventory of Existing Programs

South Carolina Programs

Service-learning initiatives – some which specifically address literacy-- exist in South Carolina post-secondary institutions. Their efforts often operate individually. Neither the SC Commission on Higher Education or SC Independent Colleges and Universities, Inc. maintain a listing or database of service learning programs.

A sample of post-secondary service learning programs is listed below:

University of South Carolina - Columbia (Public Institution)

Description: Cocky's Reading Express is a collaboration of University of South Carolina Student Government and the University's School of Library and Information Science. USC students (with the school's mascot Cocky) read to children in communities. Cocky and the USC students "help the children understand the importance of life-long reading." All children are given books to take home, reminders of their visit from Cocky and the USC students. The project is coordinated within the University's Student Government Office.

Reach/Impact: Cocky's Reading Express has reached 7,000 children in 18 counties. The goal is to reach school children in each of South Carolina's 46 counties, putting emphasis on high-poverty communities where the majority of children do not live in print-rich homes. Additionally, USC has discussed the possibility of building a network of mascots around the state and organizing a larger effort, building on the success of Cocky's Reading Express. Program organizers have been in contact with colleagues at other state-supported institutions and the program's name has recently been trademarked.

Budget/Funding Info: Dr. Andrew Sorenson, President of USC, donates the books used by Cocky's Reading Express – all Carolina-themed books, and his office incurs the cost. The transportation costs are incurred by the School of Library and Information Science and according to center director Ellen Shuler, most of those monies are provided by grant funding.

Contact: Ellen Shuler, Executive Director of the South Carolina Center for Children's Books and Literacy (an initiative of the library school housed at the SC State Library), coordinates the program and organizes visits to elementary schools across the state.

Clemson University (Public Institution)

Description: The Clemson University Service Alliance promotes both public and campus awareness of public service, community service, and service-learning efforts at the university. A number of service-learning opportunities exist for students, faculty, and staff through the Alliance.

- Created in 2005, the Civics and Service House is a living-learning community for Clemson students interested in community service and civic engagement. In 2006, the "community" became a recognized student organization for students. Students in the house work closely with staff in Clemson Institutes across the state and address specific needs identified in the surrounding community.

Students who live in the community are required to coordinate and participate in at least one group community service activity each semester. In addition, community members participate in at least three house-based meetings and/or activities held each semester.

- In addition, Clemson offers mini-grants for faculty working on service-learning projects and scholarships for students who promote community service in the area of youth development. The Community Scholars Program is a four -year scholarship program for academically talented and civically-engaged students who want to explore the nature of community and civic life through study, service, and research experiences in communities in South Carolina and abroad.
- An extensive, web-based database of agencies is available to students which lists community-service and service-learning opportunities.

Reach/Impact: The service learning projects at Clemson are primarily focused on the needs of communities and schools in upstate South Carolina.

Budget/Funding Info: Clemson University funds the Alliance and its initiative, as part of its Palmetto Pact program, which went into effect in the fall of 2005. Part of the Pact's mission is to "foster civic responsibility and public service among tomorrow's leaders....To help prepare graduates to be civic and community leaders."

Contact: Kathy Woodard, Clemson University Service Alliance staff
College of Charleston (Public Institution)

Description: The College of Charleston houses an Office of Service Learning at the college to link students, faculty, and staff with community needs. A full-time Service-Learning Coordinator is employed in the office. The College is the host-institution for South Carolina Campus Compact, a statewide group with a mission to "provide, promote, evaluate and sustain civic-engagement, service-learning, and community-service initiatives that provide South Carolina college students with the skills needed to be active, engaged citizens in the local communities, the state, the nation, and the world."

Reach/Impact: The service learning projects at College of Charleston are focused on the needs of communities and schools in Charleston and surrounding areas.

Budget/Funding Info: Office and activities funded through university and grant funding for specific projects.

Contact: Lauren K. Collier, Director of Service-Learning/Student Involvement

Winthrop University (Public Institution)

Description: Since 1997, Winthrop University has participated in the America Reads Challenge, a national initiative working to eliminating adult illiteracy. Tutors from Winthrop work with children ages five to ten years old in a variety of settings, including a local elementary school and the Winthrop Homework Clinic. The focus of tutoring sessions is on individual reading ability and pre-reading skills. Winthrop tutors must be federal work-study eligible, and must maintain at least a 2.25 GPA. They also must

commit to the program for an entire school year (two semesters). Tutors receive hourly wages between \$7 and \$7.50.

Reach/Impact: Program reports to have reached over 100 children in York County.

Budget/Funding Info: Federal funding for project

Contact: Winthrop University Volunteer and Community Service Office

Furman University (Private Institution)

Description: The Collegiate Educational Service Corps was founded in 1966 at Furman. The Service Corps originally had six students serving three agencies.

Reach/Impact: Each school year, more than 800 students work in 45 area agencies, from the Oakmont Nursing Home and the Free Medical Clinic to Greenville County schools and the Literacy Association. The organization has received the South Carolina Governor's Award and has been twice named as one of four finalists in the National Center for Voluntary Action's annual award in "recognition of outstanding volunteer service and achievement."

Budget/Funding Info: In 2002, Furman announced that more than \$1 million had been raised to support newly named Max and Trude Heller Collegiate Educational Service Corps. An additional goal of \$1.5 million has been set for an endowment to ensure the continued growth of the student volunteer organization.

Contact: Information not available

Wofford College (Private Institution)

Description: The Bonner Scholars Program began at Wofford during the 1991-1992 school year. Wofford's 80 Bonner Scholars serve 280 hours during the school year and 280 hours during the summer in local and national service agencies. Students engage in a range of service issues and focus areas including literacy and education, children and mentoring, senior services, hunger and homelessness, medical service, and environmental action. Students maintain their volunteer hours online and often are compensated for their volunteer work with a stipend and/or loan relief.

Reach/Impact: Wofford's Bonner Program began with twenty-five first-year students interested in combining their collegiate experience with their passion for community service. Many of the activities are concentrated in the Spartanburg-area.

Budget/Funding Info: Wofford College's Bonner Scholars Program is one of 27 collegiate service scholarship programs supported annually by the Corella and Bertram F. Bonner Foundation in Princeton, NJ.

Contact: Not available

Greenville Technical College (Technical College)

Description: Greenville Technical College has an active chapter of Rotaract, a Rotary-sponsored service club for young men and women ages 18 to 30. Rotaract clubs are

sponsored by a local Rotary club and are considered "partners in service" with the local club.

Reach/Impact: Greenville area

Budget/Funding Info: Dues and donation funded

Contact: Mary S. Locke, Chrinjev Peterson, Mary A. Ryan-Morris, Advisor

National Organizations

Jumpstart

Description: Jumpstart is a national nonprofit organization with a goal of building literacy, language, social, and initiative skills in young children. The group does this by pairing motivated college students, called Corps members, with preschool children from low-income communities in caring and supportive one-to-one relationships for an entire school year.

Jumpstart currently partners with nearly 70 colleges and universities around the country to connect with more than 13,000 children each year. Jumpstart's higher education partners engage in a high quality program proven to improve school readiness in young children. The program can be structured as co-curricular Work-Study, as a voluntary service opportunity, as a Service-Learning offering through academic courses, or as a combination of all of these options.

Reach/Impact: There are currently 14 participating colleges and universities in Jumpstart's Southern Region; none are in South Carolina. Participating institutions are Florida State University, Georgia Institute of Technology, Georgia State University, Morehouse College with Spelman College, Southern University, University of Virginia, Southeastern Louisiana University, Texas Southern University, Texas Tech University, University of New Orleans, Georgetown University, The George Washington University, Howard University, and University of the District of Columbia.

According to a Jumpstart official, there are no current plans to establish a Jumpstart partnership involving a university in South Carolina. Evaluation of potential sites is an ongoing process and above all else, Jumpstart staff considers the proximity of a large public university to a large, urban area of high poverty.

Budget/Funding Info: Corporate/grant funding

Contact: Sekou Biddle, Executive Director, Jumpstart Southern Regional Office, Washington, DC

Campus Compact

Description: Campus Compact is a coalition of more than 1,100 college and university presidents – representing an estimated 6 million students – that works to advance the public purposes of colleges and universities by deepening their ability to improve community life and to educate students for civic and social responsibility.

Through a national office and a network of 32 state offices (SC recently has affiliated), member institutions receive training and resources related to their specific initiatives.

Resources are available for college presidents, community service/service learning directors, faculty, and students.

Reach/Impact: In the past five years, Campus Compact member schools have reported a 60 percent increase in service participation. Ninety-eight percent of members have established one or more community partnerships, 98 percent offer service-learning courses, and 86 percent have a community service/service-learning office.

Budget/Funding Info: Funded by dues and support of numerous charitable foundations

Contact: www.compact.org

EDUCATION OVERSIGHT COMMITTEE

Subcommittee: Public Awareness Subcommittee

Date: January 22, 2008

REPORT/RECOMMENDATION

Recommendation to pilot a parent involvement media campaign with five school districts in South Carolina.

PURPOSE/AUTHORITY

According to Section 59-6-120 of the EAA, "When parents are involved with their child's education, students achieve more, regardless of socio-economic status, ethnic/racial background, or the parents' education level. The more extensive the parent involvement, the higher level of student achievement."

According to Section 59-28-200 of the Parental Involvement in Their Children's Education Act, the Education Oversight Committee and the State Superintendent of Education shall develop and publish jointly informational materials for distribution to all public school parents and to teachers. According to Section 59-28-210, the Education Oversight Committee shall disseminate the informational materials prepared pursuant to Section 59-28-200 to all districts and schools.

CRITICAL FACTS

Proposed pilot involves partnership of EOC, SC School Boards Association, five SC school districts, and national parent involvement media program "Be There".

TIMELINE/REVIEW PROCESS

Pilot to begin start of 2008-09 school year.

ECONOMIC IMPACT

Cost: \$12,000 in 2008-09 fiscal year

Fund/Source:
Public Awareness

ACTION REQUEST

☒ **For approval**

☐ **For information**

ACTION TAKEN

☐ **Approved**

☐ **Amended**

☐ **Not Approved**

☐ **Action deferred (explain)**

MEMORANDUM

TO: Members, Public Awareness Subcommittee

FROM: Dana Yow

DATE: January 7, 2008

RE: "Be There" Parent Involvement Media Campaign

On January 22, 2008, the Public Awareness Subcommittee will be joined by David Voss, President of Voss and Associates and creator of the "Be There" parent involvement media campaign.

The following information is prepared to provide the subcommittee with some historical/background information about the campaign and the EOC's interest in it.

- **Spring 2007**
EOC staff received information regarding the "Be There" campaign from Debbie Elmore, Director of Communications of the SC School Boards Association and David Voss. Ms. Elmore and Mr. Voss provided an overview of the campaign and its purpose. At the time, the National School Public Relations Association had endorsed the campaign.
- **April 27, 2007**
SC Chapter of the National School Public Relations Association endorses the campaign. SC School Boards Association endorses shortly thereafter.
- **May 21, 2007**
Campaign introduced to the EOC Public Awareness Subcommittee. The subcommittee did not take action and asked staff to provide further detail regarding commitment and sponsorship.
- **January 11, 2008**
Staff from EOC, SC School Boards Association to participate in webinar with representatives from five SC school districts interested in participating in a pilot of program.

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EXECUTIVE DIRECTOR

Pilot details (pre-webinar):

- Interested districts: Clarendon 1, Marlboro, Laurens 55, Spartanburg 7, and York 3
- The pilot program will involve sharing cost of implementation of the campaign.
 - School districts will be asked to fund campaign materials of their choosing (examples of available items include posters, invitation brochure to parents introducing the campaign, interactive DVD to parents, direct mail, ads for placement in student guides, etc.) The campaign materials are provided free of charge from Voss and Associates. Districts will fund printing and duplication costs, when applicable.
 - The EOC and the SC School Boards Association will be asked to commit to purchasing billboard space in the participating school districts. The logos of all participating organizations and school districts will be included on all printed pieces.
 - The production of the DVD is underwritten by a \$100,000 grant received from the Bank of America Charitable Foundation. The groups have informally discussed launching the initiative at the beginning of the 2008-09 school year.

Pending approval by the EOC, a request of \$12,000 of public awareness funds will be allocated for this project in next fiscal year's budget.

For additional information about Be There, please visit the campaign website at www.bethere.org.

Thanks.



Inspiring Parents

Be There is a researched-based, multimedia campaign that inspires parents to become more involved in their children's lives and education.

Ordinary moments become extraordinary when adults relate to their children during the daily routines of life. Teachable moments are everywhere.

Research proves that parent involvement has a significant impact on student success. It only takes a small increase in parent input to see measurable results in student output!

A PROVEN MEDIA CAMPAIGN PACKAGE

Be There is not a program or curriculum. It requires very little effort to implement. It's a media campaign in which the creators and the media do the work. You just champion the cause! The campaign is available to school districts, education associations and youth organizations at no cost, except for local printing and duplication.

The campaign package includes a variety of campaign materials, research information, web links, video and photography. The text and photography may be customized to align with district priorities. In addition, the creators assist with your launch.



Be There is endorsed by the National School Public Relations Association, the Sunshine State Public Relations Association and The Parent Institute and is supported by the National School Boards Association, Florida, Nebraska and Montana School Boards Associations, Florida Association of School Administrators, Florida DOE and the Florida Association of Partners in Education. After successful pilots in two Florida schools districts, the **Be There** campaign is being rolled out in many districts throughout the country this school year. With your district's participation, connecting with children could become the new norm across the nation.

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